

Isis District State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

District State High School emphasises focussed learning in the context of a supportive environment where partnerships between staff, students, parents/carers and community members share the responsibility for student learning and ongoing review of our practices.

Isis High reflects the community it serves and, as such, it is important that essential information on our operations and achievements are reported to contribute to a greater community understanding and confidence. It also allows the community to receive information that may assist in making informed choices about schools.

Schools are required to provide a broad range of information to parents and the community by way of this School Annual Report on the previous year's achievements. The report that follows will include information that describes key aspects of:

- School context
- Staff profile
- Student Performance



This report will show the opportunities for students at Isis High are many and varied and we strongly believe that this is a school for all students, whether academically driven or vocationally oriented; all students can succeed if we provide the right conditions for learning and foundations for success. However, those opportunities also do much to develop young people as worthwhile and contributing citizens with skills and capabilities that will see them well-prepared for their future.

School progress towards its goals in 2014

In 2014, we implemented the last full year of our four year *National Partnership School* Strategic Plan emphasising six strategic priorities:

- Literacy and numeracy improvement
- Improving participation
- Maximising student Pathways
- Enhancing staff development and capacity
- Building community confidence
- Improving school learning environments

During 2014, our teaching staff has maintained a very strong focus on refining classroom practices to ensure our students are fully engaged in their learning programs. We have worked across the whole school to ensure our students own their learning and are driven to remain focused on their own personal excellence.

The School recently hosted a Full School Review (FSR) team that spent several days examining all aspects of the school operations as a part of its scheduled review conducted near the end of a strategic plan cycle. The review provides independent and quality feedback to help our school continue to improve outcomes for students. The Report was particularly positive towards a number of aspects of school programs over the last four years and comments from that report will appear in this section that describes school progress.

The 2014 Annual Implementation Plan expanded on the School's strategic priorities and good progress was made in their achievement.

Literacy and numeracy remain an ongoing focus for our school with an emphasis on regular diagnostic testing to provide feedback and intervention for student growth. 'Literacy and numeracy teacher-aides' who were final year education students from Central Queensland University were employed to provide an additional layer of support to teacher instruction in the classroom.

[FSR Finding] *The school leadership team has clearly identified reliable and timely use of student achievement data by all teachers as an essential component of the school improvement agenda.*



Student participation and engagement was very high with the regular celebration of student effort and success at school. There was an ongoing emphasis on the importance of regular attendance and promotion of high expectations and student achievement. The *School-wide Positive Behaviour Support System (SWPBS)* with its focus on teaching expected student behaviour and acknowledging positive actions of students has resulted in a supportive and pro-active school climate that strengthens student well-being.

[FSR Finding] *A positive, productive and supportive climate is a key strength of Isis District State High School. The school is calm and positive and classes are orderly and purposeful. Staff and students are proud of their school and the school is perceived very positively in the community.*



Senior schooling achievement data remained strong in comparison with other schools, with 90% of Year 12 students awarded a Queensland Certificate of Education and 85% of students awarded a vocational qualification. Strong pathways exist for students at the conclusion of school with 100% of students who wish to attend university being offered a placement or continuing strong training and employment pathways within the community.

[FSR Finding] *There was strong evidence of systematic tracking and monitoring of student progress in the Senior School towards all students attaining a Queensland Certificate of Education (QCE). Similar tracking systems for student progress were evident for Queensland core skills preparation.*

Building staff capacity remained a priority so as to enact continuing school improvement, particularly through the school-wide, consistent teaching practice (pedagogical framework) known as *The Art and Science of Teaching (ASOT)*. All teachers and teacher-aides received four days of professional development in this important program. Complementary to this training, teachers participated in Instructional Teams to enable the systematic sharing and reflection on professional practice.

[FSR Finding] *The principal and other school leaders see the development of staff into an expert teaching team as central to improving student outcomes. There is a documented Professional Learning Plan which reflects a clear focus on developing staff in line with identified priorities. Teachers are endeavouring to implement ASOT strategies and cross-faculty teams are involved in professional discussions about ASOT design principles. ASOT has been embraced by most staff. There is a strong and optimistic commitment by teachers to this whole school improvement strategy. Teachers speak positively of the extensive professional development that has been provided to unpack the ASOT framework.*

The school maintained a continuing strong engagement and **confidence with the community**. There was a focus on liaison with all cluster primary schools and relevant families of students involved with the introduction of Year 7 into high school to ensure information and consultation maximised a high level of engagement for a successful program.

[FSR Finding] *Isis District High School is a well-respected hub within the Childers community. The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access resources not available within the school for the purposes of improving student outcomes.*

There has been a continuing priority to ensuring staff and students are able to work in an environment that is conducive to building good relationships and learning. This has included an enduring commitment to the provision of appropriate learning technologies to students.

[FSR Finding] *The campus presents as an attractive environment that supports and encourages learning. A high degree of pride in the presentation of the school is articulated by students, staff and parents. Classrooms are well presented.*

The Isis High school community can be justly proud of their achievements throughout 2014.



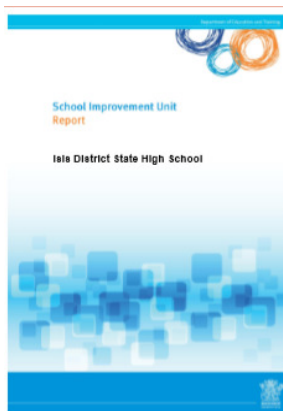
Future outlook

In 2015, the school will transition from the 2011-2015 *National Partnership School Strategic Plan* to the development and implementation of a new 2015-2019 Strategic Plan. The 2015 Annual Implementation Plan will consolidate effort on the existing priorities:

- Literacy and numeracy improvement
- Improving participation
- Maximising student Pathways
- Enhancing staff development and capacity
- Building community confidence
- Improving school learning environments

Specific key development strategies for 2015 include:

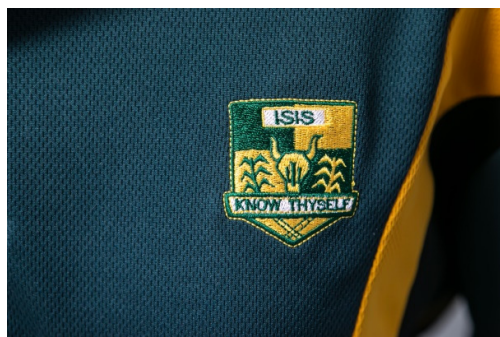
- A continuing focus on explicit student instruction in literacy and numeracy, ensuring teachers are well-skilled to deliver programs and that organisational arrangements work together to promote strong student outcomes
- Develop opportunities for the newly appointed Master Teacher to work alongside teachers through faculty planning sessions and instructional classroom observation to improve teaching practices, particularly in the area of literacy and numeracy
- Continuing emphasis and consolidation on exiting successful whole school programs, including the teaching framework, *The Art and Science of Teaching (ASOT)*, *School-wide Positive Behaviour Support System (SWPBS)*, *Closing the Gap* strategies and the school's Alternate Program for junior students challenged by successfully participating in the regular classroom
- Implement the *Annual Teacher Performance Review* with teaching staff to build further teacher capacity and ensure alignment between school improvement priorities and individual needs.
- Explore capacity of technologies to improve student learning and to prepare students for their futures, including the investigation and development of a student 'Bring Your Own Device' program for implementation in 2016.



The school will also commence extended work into the four year cycle of the new Strategic Plan on key improvement strategies recommended in the recent *Full School Review* including:

1. implementing elements of the **High Reliability Schools** framework (effective collaboration, quality teaching, viable curriculum) in order to enhance and quality assure consistency and alignment across all school operations
2. enacting a structured and school-wide process for observation and feedback that builds on classroom profiling by extending to a practice of **collaborative coaching** between teachers
3. working on developing and embedding **differentiation strategies** across all year levels using diagnostic assessment processes to best meet the learning needs of individual students.

The future outlook for the Isis High school community is very exciting as we continue to strive to achieve our strategic targets, continuously improve our academic standing and invest our energy in our most important assets – our students!



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	420	216	204	89%
2013	437	220	217	89%
2014	441	232	209	92%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students attending Isis District State High School come from the township of Childers (in which the school is situated) and the surrounding communities of Woodgate, Howard, Cordalba, Apple Tree Creek, Dallarnil and Booyal. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Families have a diverse background including a significant proportion that rely on agriculture (sugar cane and small crops) or agriculture-related industries. The average socio-economic status of families with students attending Isis District State High School is lower than the Australian average and, as a result was supported in 2014 by the Federal Government *National Partnerships Schools* program. The school has an Index of Community Socio-Economic Advantage (ICSEA) of 945 compared to the Australian average of 1000. During 2014, the school enrolment included 10% indigenous students. The school supported 25 students with a disability through its special education programs.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Year 8 Secondary – Year 10	19	20	21
Year 11 – Year 12	17	18	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	34	87	113
Long Suspensions - 6 to 20 days	14	24	5
Exclusions [#]	1	1	6
Cancellations of Enrolment	0	3	5

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

In Year 8, 9 and 10 students completed a curriculum in English, Mathematics and Science that is consistent with the National Curriculum (syllabuses produced by the Australian Curriculum Assessment and Reporting Authority). In 2014, Geography has been added to this suite of subjects.

Year 8 and 9 students complete a 'junior phase of schooling' curriculum with a strong focus on literacy and numeracy skills. For subjects other than those linked to the National Curriculum, they are based on 'key learning areas' incorporating 'essential learnings' from Queensland Curriculum and Assessment Authority syllabuses.

Year 10 serves as a 'transition' year that concludes the junior phase and prepares students with the skills required for successful participation in the senior phase of learning.



Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of accredited vocational education, offered within and external to the school. Senior students are also able to access vocational programs not able to be offered at the school through the partnership School-TAFE Links program. The school also supports students participating in the School-based Traineeships and Apprenticeships in order to establish a career pathway on completion of school.

Some subjects are able to be offered via virtual schooling or distance education. All senior students are supported in planning an individual learning pathway to a viable post-school destination.

Extra curricula activities

Isis District State High School recognises the importance of providing a range of opportunities for development of the 'whole child' and provides an extensive range of extra-curricular activities. Our school has a strong sense of community and we actively encourage students to involve themselves in school life and take advantage of these many and varied opportunities.

Some of these include:

- Opportunities to compete at district, state and national levels in selected sports
- Instrumental Music Program, which includes a String Ensemble, Concert Band, concerts, cultural tours, competitions and performances throughout the year
- Inter-school public speaking competitions
- Participation in Creative Generations – State Schools on Stage
- Human Powered Vehicles (HPV) competitions
- Student leadership opportunities (including programs delivered by universities and YLead)
- School Camps and Focus Days
- Cattle Club and Cattle Show Teams
- Cultural celebrations such as Arts Gala
- School socials
- A wide array of excursions, both locally and further afield



How Information and Communication Technologies are used to assist learning

Isis District State High School believes that ICTs and eLearning can be a wonderful enabler to improving student learning outcomes. A range of eLearning tools and teaching practices are used at Isis High to provide students with engaging, collaborative learning experiences. The 'take home laptop program' in Years 10, 11 and 12, allows those students excellent access to computer devices. Laptop computers are available to students for 'lesson borrowing' and class sets of iPads are also available for teachers to utilise with students. iPads are also used within our German Language program and Learning Enhancement Centre.



Students and staff at Isis District State High School also use desktop computers in a variety of dedicated spaces in the school including the Resource Centre computer space. There are several 'computer labs' and 'laptop pods' that are used to enhance student learning in lessons. Classrooms and specialty areas now have a level of technology that includes wireless access to the Department internet network and data projection facilities.

Social Climate

Isis District State High School has a *Responsible Behaviour Plan for Students* linked with clearly defined processes which monitor and modify negative behaviour and also identifies and acknowledges positive behaviour in students. Each year level is managed by a Year Level Coordinator and a Deputy Principal who meet regularly with other support staff to monitor student behaviour. Students experiencing difficulty engaging well in school are identified and referred to a fortnightly Student Welfare meeting which determines appropriate action for improvement.

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered through a Year 8, Year 11 and Year 12 personal development program, as well as in specific subject areas in Year 9 and 10. This policy is regularly reviewed and updated and is vigorously promoted to students.

The Head of Department (Student Services) further supports student welfare and well-being through various support programs and coordination of a range of other specialist staff including a guidance officer, school-based nurse, student support officers and a school chaplain.

The school participates actively in the *School Wide Positive Behaviour Support* program to support positive student behaviour. Key features include:

- ✓ three school rules strongly promoted
- ✓ expected student behaviours are explicitly taught
- ✓ positive behaviour is acknowledged through incentive awards, merit awards and merit excursions
- ✓ behaviour data is regularly scrutinised for attention
- ✓ staff capability enhanced through continual skilling



The school also strongly encourages 'participative leadership'. An active Student Council is comprised of students that represent all year levels and led by the elected student leaders. This group of students considers concerns held by the student body and choose special projects to work on over the course of the year. A senior leadership program emphasises personal leadership, fostered through school activities in which all students have the opportunity to participate, for example Y-Lead and Senior Leadership Camp. In Year 12, Senior Leaders are selected and are able to demonstrate their leadership role across the school in a chosen area where they see the need to make an impact. These roles are not limited and allow students to take initiative in an area that they feel passionate about and that will benefit the school and its students.

The past year saw the creation of a new leadership program in the junior secondary years of the school with the introduction of Junior Secondary Ambassadors in Year 8 and 9 to allow students to further develop their leadership capabilities acquired in primary school. Ambassadors must nominate and be chosen for the position. They represent the school at a variety of functions both within and external to the school environment such as parent information evenings, school celebrations and ceremonies.

School Opinion Survey data (see below) from students and parents consistently rate the school climate (including aspects of safety, fairness and behaviour) as better than or comparable to that of other similar schools throughout Queensland.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	100%	96%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school* (S2001)	97%	100%	96%
their child feels safe at this school* (S2002)	94%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	100%	93%
their child is making good progress at this school* (S2004)	94%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	96%	93%
teachers at this school motivate their child to learn* (S2007)	94%	96%	96%
teachers at this school treat students fairly* (S2008)	97%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	97%	100%	100%
this school takes parents' opinions seriously* (S2011)	97%	100%	85%
student behaviour is well managed at this school* (S2012)	91%	92%	96%
this school looks for ways to improve* (S2013)	100%	96%	100%
this school is well maintained* (S2014)	100%	100%	92%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	94%	94%
they like being at their school* (S2036)	93%	93%	93%
they feel safe at their school* (S2037)	97%	96%	93%
their teachers motivate them to learn* (S2038)	97%	96%	86%
their teachers expect them to do their best* (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	90%
teachers treat students fairly at their school* (S2041)	91%	89%	73%
they can talk to their teachers about their concerns* (S2042)	92%	87%	75%
their school takes students' opinions seriously* (S2043)	91%	87%	81%
student behaviour is well managed at their school* (S2044)	87%	83%	73%
their school looks for ways to improve* (S2045)	97%	93%	95%
their school is well maintained* (S2046)	95%	90%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	84%
they feel that their school is a safe place in which to work (S2070)		98%	96%
they receive useful feedback about their work at their school (S2071)		83%	71%
students are encouraged to do their best at their school (S2072)		98%	93%
students are treated fairly at their school (S2073)		95%	91%
student behaviour is well managed at their school (S2074)		90%	80%
staff are well supported at their school (S2075)		90%	66%
their school takes staff opinions seriously (S2076)		95%	67%
their school looks for ways to improve (S2077)		98%	89%
their school is well maintained (S2078)		90%	96%
their school gives them opportunities to do interesting things (S2079)		95%	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time.

In addition, there are two formal opportunities per year for parents and students to talk with teachers at Parent-Teacher Interview evenings. These occur early in Term 2 and Term 3.

Students receive three progress reports during the year. These include an Interim Report after Term 1 and a Semester Report at the conclusion of Semester 1 and Semester 2.

An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction setting within the school.

Isis District State High School aims to ensure parents and carers remain informed of school operations, events and celebrations. The school:

- maintains a current school website that is aligned to the Department *Websites for Schools* platform
- issues a three-page newsworthy School Newsletter (*pictured*) every second Friday of the school year
- utilises bulk SMS text messaging for urgent communication

In addition, there are a number of specific parent support groups that operate at a very successful level. For example,

- the Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students twice a week
- an indigenous support group provides ongoing assistance and advice.
- Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music.



Reducing the school's environmental footprint

The school has continued to ensure a strong commitment to reducing our 'environmental footprint' wherever possible. Improved monitoring systems are being gradually introduced to the school in a bid to restrict wasteful usage of utilities. Solar panels, water tanks and energy efficient lighting continue to reduce our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	21,544	7,718
2012-2013	245,618	1,932
2013-2014	272,294	4,665

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	40	31	<5
Full-time equivalents	36	19	<5

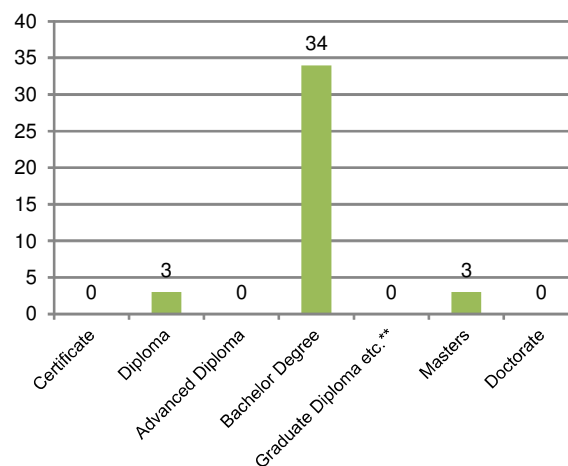
Qualification of all teachers

Our school is committed to continuous improvement in 'teaching quality' to educate young people in a constantly changing world.

Our staff demonstrate:

- a strong commitment to our School's Vision – *Preparing Futures, Honouring Traditions*
- a strong commitment to leadership and management, as well as the development of high performing teams
- a focus on consistent, whole school pedagogical practice namely the *Art and Science of Teaching*
- a commitment to providing extra-curricular activities and opportunities above and beyond their curriculum programs
- a willingness to model themselves as lifelong learners.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	40



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The pursuit of 'continuous improvement' by our staff as lifelong learners must be supported by a strong commitment to the provision of and access to professional development.

The total amount of funds expended on teacher professional development in 2014 was \$70,640.97.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

In 2014, the following areas were key development areas:

- *Art and Science of Teaching* (ASoT)
- Literacy development
- Numeracy across the curriculum
- Responding to data and informing planning and delivery
- Differentiating the curriculum
- ICT and eLearning
- Curriculum specific development

These major professional development areas were undertaken through activities such as:

- in-school professional activities
- teacher mentoring and coaching
- involvement in professional networks
- workshop, seminar and conference attendance
- on-line learning

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

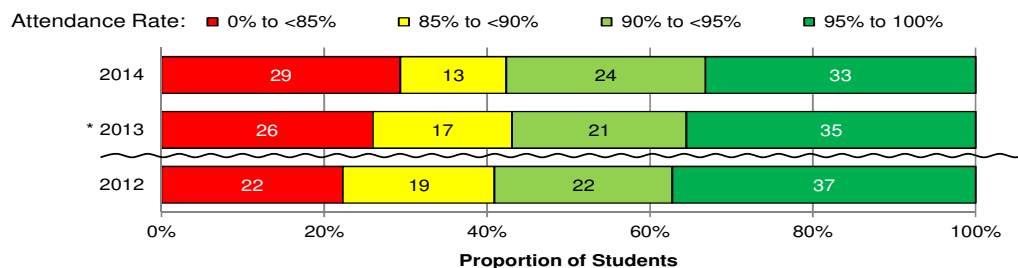
Key student outcomes

Student attendance						2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).						89%	88%	88%
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.								
	Year 8	Year 9	Year 10	Year 11	Year 12			
2012	90%	89%	88%	89%	90%			
2013	92%	85%	86%	87%	88%			
2014	89%	90%	87%	88%	87%			

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range are shown below:



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Isis District State High School, school attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class. The school uses the ID Attend electronic software attendance package, employs a teacher-aide to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/care's and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office. When students are marked absent:

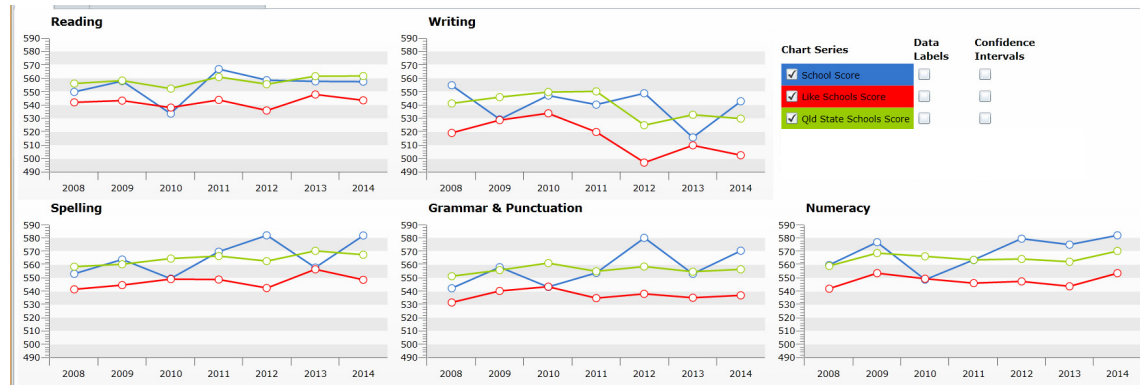
- from morning roll-marking, parents/carers will sent a SMS text message that same morning to inform them of their child's absence and request a reason for the absence
- during the day after being present in the morning (truant), parents will be contacted
- from school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised' and when no reason is provided, the absence remains 'unexplained'
- for three or more days with no reason, a letter is sent to parents requesting an explanation of the student absence.

Regular school absence by students is overseen by the Head of Department (Student Services). Where students are absent regularly from school, parents are contacted by a member of the school staff member to request an interview to discuss how the student's school attendance might be improved.

The school has a serious commitment to the view that 'Every lesson, every day, counts!' and seeks to use various mechanisms to maximise the regular school attendance of every student.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

In recent years, our school has invested significant effort to ensure students are well prepared for lifelong learning with strong literacy and numeracy skills. As a result, our school's students' scores in Year 9 on the National literacy and numeracy tests have shown significant improvement in recent years compared to Queensland and other similar (like) schools.



NAPLAN Mean Scale Scores by Strand for Year 9 Test 2014

For Isis District State High School (2063) Students

School					All Students							
					Like Schools				State Schools		National	
Year	n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2014	75	542	558	573	541	544	546	↔	562	↔	580	↓
Writing												
2014	77	527	543	559	498	502	507	↑	530	↔	550	↔
Spelling												
2014	77	568	582	596	546	549	552	↑	567	↑	582	↔
Grammar and Punctuation												
2014	77	553	570	588	534	537	540	↑	557	↔	574	↔
Numeracy												
2014	74	567	582	597	551	554	556	↑	570	↔	588	↔

Student Distribution National Comparison

Bottom 20%			Middle 60%		Top 20%	
Year	%	n*	%	n*	%	n*
Reading						
2014	25.3	19	65.3	49	9.3	7
Writing						
2014	22.1	17	64.9	50	13.0	10
Spelling						
2014	16.9	13	66.2	51	16.9	13
Grammar and Punctuation						
2014	23.4	18	61.0	47	15.6	12
Numeracy						
2014	21.6	16	67.6	50	10.8	8

Colour Key Legend	
Mean Above National	
Mean Similar to National	
Mean Below National	

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9 are also available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The school's indigenous proportion of the total school enrolment during 2014 was 10%. The attendance rate of indigenous students in 2014 was 85.8% compared to the non-indigenous rate of 88.3%. Indigenous students had a higher retention rate between Year 10 and 12 compared to non-indigenous students. The average attainment of indigenous students in NAPLAN tests is lower than that of non-indigenous students.

Isis District State High School actively progresses a range of strategies to 'close the gap' between indigenous and non-indigenous students. These include (but are not restricted to):

- an indigenous teacher aide to provide an enhanced level of individual support to indigenous students
- Individual Learning Plans developed for all indigenous students that are regularly monitored and updated
- participation in indigenous cultural days and programs to assist Indigenous student participation through motivation (eg. NAIDOC week, Sorry Day etc.) and provision of information (eg regional *Murri Pathways* program which provides information in relation to careers and pathways for Indigenous students)
- supporting scholarship applications for indigenous students.

As a result of the work of the school, in 2014 three indigenous students were awarded scholarships from the Queensland Aboriginal and Torres Strait Islander Foundation. These funds are provided to support students and schools to help close the gap in educational and employment outcomes between Indigenous and non-Indigenous Queenslanders.

Year 12 indigenous students, Brooke Oldfield (*pictured*) was awarded the 2014 Indigenous Student of the Year for all Bundaberg district secondary schools, sponsored by the Bundaberg Aboriginal Corporation. Brooke received her award for demonstrating strong leadership capacity, high academic achievement and significant involvement in indigenous school activities. Brooke is now studying at a university in Brisbane.



Apparent retention rates Year 10 to Year 12

	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	78%	82%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	78	65	77
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	1
Number of students receiving an Overall Position (OP)	40	29	29
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	7	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67	49	58
Number of students awarded an Australian Qualification Framework Certificate II or above.	54	40	37
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71	54	69
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	75%	48%	62%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	92%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	96%	100%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	9	11	10	9	1
2013	2	2	10	12	3
2014	3	5	10	11	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	52	54	2
2013	25	40	0
2014	42	37	1

As at 19 February 2015. The above values exclude VISA students.

Isis District State High School is proud of the vocational learning opportunities afforded to students in the senior phase of learning. In 2014, students were awarded the following nationally recognised vocational training qualifications:

- Certificate I in Hospitality
- Certificate II in Rural Operations
- Certificate II in Manufacturing Technology
- Certificate I in Information, Digital media and Technology
- Certificate II in Information, Digital media and Technology

In addition, other students complete vocational qualifications through partnerships with TAFE, vocational private providers and through completing school-based traineeships or apprenticeships.

Post-school destination information

NEXT STEP 2015 DESTINATIONS OF 2014 YEAR 12s Isis District State High School



Introduction

This page presents a summary of results of the annual *Next Step* survey for Isis District State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2015 at www.education.qld.gov.au/nextstep.

Response rate for Isis District State High School

Table 1 below reports the response rate for Isis District State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Isis District State High School in 2014.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Isis District State High School 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
60	77	77.9

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2015, 40.0 per cent of young people who completed Year 12 at Isis District State High School in 2014 continued in some recognised form of education and training in the year after they left school.

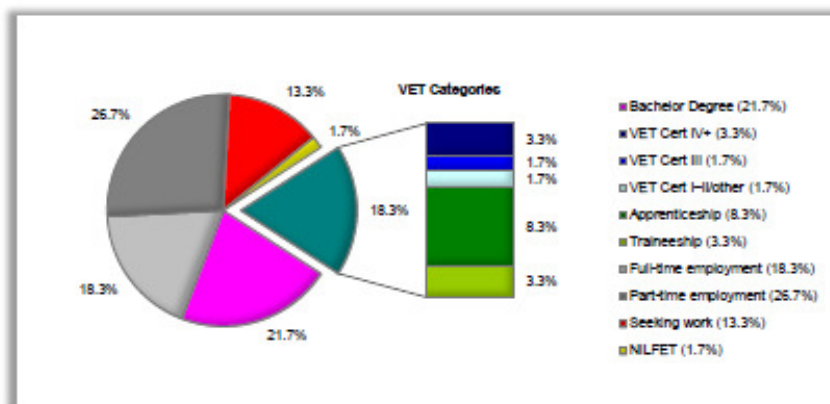
The most common study destination was Bachelor Degree (21.7 per cent). The combined VET study destinations accounted for 18.3 per cent of respondents, including 6.7 per cent in campus-based VET programs, with 3.3 per cent of Year 12 completers entering programs at Certificate IV level or higher.

11.7 per cent commenced employment-based training, either as an apprentice (8.3 per cent) or trainee (3.3 per cent).

In addition to the above study destinations, a further 8.3 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

60.0 per cent did not enter post-school education or training, and were either employed (45.0 per cent), seeking work (13.3 per cent) or not in the labour force, education or training (1.7 per cent).

Figure 1: Main destination of Year 12 completers, Isis District State High School 2015



Early school leavers information

Isis District State High School works hard to ensure all students exit into a pathway. Most Isis High students continue in secondary schooling through to the completion of Year 12. Some students, in conjunction with their families may make the decision that they would prefer to take advantage of other opportunities as an alternative to schooling.

Students who wish to exit school prior to completing Year 12 and their families are provided with advice through the school administration and counselling through the school Guidance Officer to ensure any decisions made are based on reliable information and are well considered. The Youth Support Worker also works closely with students and has links with community job networks and work preparation programs. At all times, the welfare and future pathways for students are primary considerations. Students who leave school early generally transition into employment, traineeships/apprenticeships or further training (TAFE or private providers).



School Captains 2014 (l-r) Hayden Marvell, Eleisha Furlonger, Thomas Green, Courtney Sinnott

Isis District State High School takes pride in its preparation of young people to pursue viable pathways into their futures.

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